

Spearman Elementary

2001 Easley Highway
Piedmont, SC 29673

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 420 Students | |
| Principal | M.O. Howard, Jr. | 864-845-3149 |
| Superintendent | Dr. Wayne Fowler | 864-847-7344 |
| Board Chair | Mr. Fred Alexander | 864-947-9346 |

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 2 | 37 | 43 | 3 | 0 |

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Excellent | Below Average | Yes |
| 2004 | Good | Unsatisfactory | Yes |
| 2005 | Good | Unsatisfactory | Yes |
| 2006 | Good | Unsatisfactory | Yes |

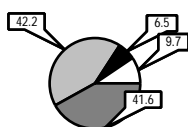
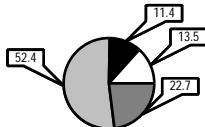
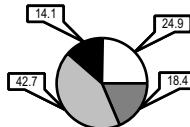
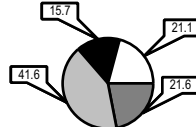
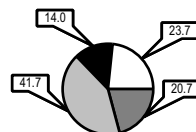
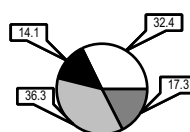
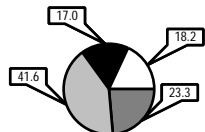
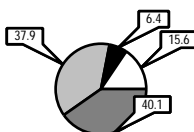
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
| | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
| | Proficient | Well prepared to work at next grade level; met expectations |
| | Basic | Met standards; minimally prepared, can go to next grade level |
| | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|--|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 205 | 99.0 | 8.7 | 42.6 | 42.1 | 6.6 | 60.1 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 100 | 98.0 | 6.9 | 46.0 | 42.5 | 4.6 | 55.2 | N/A | N/A |
| Female | 105 | 100.0 | 10.4 | 39.6 | 41.7 | 8.3 | 64.6 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 173 | 98.8 | 9.8 | 39.9 | 42.5 | 7.8 | 61.4 | Yes | Yes |
| African American | 26 | 100.0 | 4.2 | 54.2 | 41.7 | 0.0 | 54.2 | I/S | I/S |
| Asian/Pacific Islander | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 177 | 99.4 | 4.9 | 41.7 | 46.0 | 7.4 | 65.6 | N/A | N/A |
| Disabled | 28 | 96.4 | 40.0 | 50.0 | 10.0 | 0.0 | 15.0 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 205 | 99.0 | 8.7 | 42.6 | 42.1 | 6.6 | 60.1 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 203 | 99.0 | 8.8 | 42.5 | 42.0 | 6.6 | 59.7 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 102 | 99.0 | 11.4 | 53.4 | 34.1 | 1.1 | 48.9 | Yes | Yes |
| Full-pay meals | 102 | 99.0 | 6.3 | 32.6 | 49.5 | 11.6 | 70.5 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 205 | 99.5 | 13.0 | 52.7 | 22.8 | 11.4 | 52.7 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 100 | 99.0 | 9.1 | 50.0 | 26.1 | 14.8 | 62.5 | N/A | N/A |
| Female | 105 | 100.0 | 16.7 | 55.2 | 19.8 | 8.3 | 43.8 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 173 | 99.4 | 12.3 | 50.6 | 23.4 | 13.6 | 56.5 | Yes | Yes |
| African American | 26 | 100.0 | 20.8 | 66.7 | 12.5 | 0.0 | 25.0 | I/S | I/S |
| Asian/Pacific Islander | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 177 | 99.4 | 6.7 | 55.2 | 25.2 | 12.9 | 57.7 | N/A | N/A |
| Disabled | 28 | 100.0 | 61.9 | 33.3 | 4.8 | 0.0 | 14.3 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 205 | 99.5 | 13.0 | 52.7 | 22.8 | 11.4 | 52.7 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 203 | 99.5 | 13.2 | 52.7 | 22.5 | 11.5 | 52.7 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 102 | 100.0 | 19.1 | 57.3 | 18.0 | 5.6 | 37.1 | Yes | Yes |
| Full-pay meals | 102 | 99.0 | 7.4 | 48.4 | 27.4 | 16.8 | 67.4 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 205 | 99.5 | 24.5 | 42.9 | 18.5 | 14.1 | 32.6 |
| Gender | | | | | | | |
| Male | 100 | 99.0 | 19.3 | 40.9 | 22.7 | 17.0 | 39.8 |
| Female | 105 | 100.0 | 29.2 | 44.8 | 14.6 | 11.5 | 26.0 |
| Racial/Ethnic Group | | | | | | | |
| White | 173 | 99.4 | 23.4 | 39.6 | 20.1 | 16.9 | 37.0 |
| African American | 26 | 100.0 | 29.2 | 58.3 | 12.5 | 0.0 | 12.5 |
| Asian/Pacific Islander | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 177 | 99.4 | 19.0 | 44.8 | 20.2 | 16.0 | 36.2 |
| Disabled | 28 | 100.0 | 66.7 | 28.6 | 4.8 | 0.0 | 4.8 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 205 | 99.5 | 24.5 | 42.9 | 18.5 | 14.1 | 32.6 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 203 | 99.5 | 24.2 | 42.9 | 18.7 | 14.3 | 33.0 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 102 | 100.0 | 36.0 | 44.9 | 11.2 | 7.9 | 19.1 |
| Full-pay meals | 102 | 99.0 | 13.7 | 41.1 | 25.3 | 20.0 | 45.3 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 205 | 99.5 | 20.7 | 41.8 | 21.7 | 15.8 | 37.5 |
| Gender | | | | | | | |
| Male | 100 | 99.0 | 12.5 | 40.9 | 29.5 | 17.0 | 46.6 |
| Female | 105 | 100.0 | 28.1 | 42.7 | 14.6 | 14.6 | 29.2 |
| Racial/Ethnic Group | | | | | | | |
| White | 173 | 99.4 | 21.4 | 38.3 | 21.4 | 18.8 | 40.3 |
| African American | 26 | 100.0 | 12.5 | 62.5 | 25.0 | 0.0 | 25.0 |
| Asian/Pacific Islander | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 177 | 99.4 | 16.6 | 41.7 | 23.9 | 17.8 | 41.7 |
| Disabled | 28 | 100.0 | 52.4 | 42.9 | 4.8 | 0.0 | 4.8 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 205 | 99.5 | 20.7 | 41.8 | 21.7 | 15.8 | 37.5 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 203 | 99.5 | 20.3 | 42.3 | 21.4 | 15.9 | 37.4 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 102 | 100.0 | 27.0 | 46.1 | 19.1 | 7.9 | 27.0 |
| Full-pay meals | 102 | 99.0 | 14.7 | 37.9 | 24.2 | 23.2 | 47.4 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | 50 | 100.0 | 4.2 | 31.3 | 52.1 | 12.5 | 64.6 |
| | 4 | 71 | 100.0 | 18.6 | 44.3 | 31.4 | 5.7 | 37.1 |
| | 5 | 78 | 100.0 | 18.8 | 56.5 | 24.6 | 0.0 | 24.6 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 70 | 97.1 | 6.6 | 32.8 | 47.5 | 13.1 | 60.7 |
| | 4 | 62 | 100.0 | 11.1 | 40.7 | 42.6 | 5.6 | 48.1 |
| | 5 | 73 | 100.0 | 8.8 | 52.9 | 36.8 | 1.5 | 38.2 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2005 | 3 | 50 | 100.0 | 2.1 | 75.0 | 18.8 | 4.2 | 22.9 |
| | 4 | 71 | 100.0 | 12.9 | 42.9 | 27.1 | 17.1 | 44.3 |
| | 5 | 78 | 100.0 | 11.6 | 53.6 | 23.2 | 11.6 | 34.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 70 | 98.6 | 16.1 | 62.9 | 19.4 | 1.6 | 21.0 |
| | 4 | 62 | 100.0 | 11.1 | 50.0 | 18.5 | 20.4 | 38.9 |
| | 5 | 73 | 100.0 | 11.8 | 45.6 | 29.4 | 13.2 | 42.6 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2005 | 3 | 50 | 100.0 | 25.0 | 56.3 | 14.6 | 4.2 | 18.8 |
| | 4 | 71 | 100.0 | 22.9 | 37.1 | 22.9 | 17.1 | 40.0 |
| | 5 | 78 | 100.0 | 27.5 | 36.2 | 18.8 | 17.4 | 36.2 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 70 | 98.6 | 27.4 | 45.2 | 21.0 | 6.5 | 27.4 |
| | 4 | 62 | 100.0 | 20.4 | 38.9 | 25.9 | 14.8 | 40.7 |
| | 5 | 73 | 100.0 | 25.0 | 44.1 | 10.3 | 20.6 | 30.9 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2005 | 3 | 50 | 100.0 | 4.2 | 37.5 | 31.3 | 27.1 | 58.3 |
| | 4 | 71 | 100.0 | 11.4 | 41.4 | 28.6 | 18.6 | 47.1 |
| | 5 | 78 | 100.0 | 37.7 | 40.6 | 17.4 | 4.3 | 21.7 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 70 | 98.6 | 11.3 | 38.7 | 29.0 | 21.0 | 50.0 |
| | 4 | 62 | 100.0 | 13.0 | 42.6 | 29.6 | 14.8 | 44.4 |
| | 5 | 73 | 100.0 | 35.3 | 44.1 | 8.8 | 11.8 | 20.6 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|-------------------|------------------------------|---|---------------------------------|
| Students (n= 420) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No change | 100.0% | 100.0% |
| Retention rate | 4.0% | Up from 3.5% | 2.9% | 2.8% |
| Attendance rate | 96.4% | Down from 96.9% | 96.5% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.0% | Down from 7.5% | 0.2% | 0.0% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0% | Down from 1.0% | 0.0% | 0.0% |
| Eligible for gifted and talented | 14.4% | Down from 18.8% | 14.1% | 10.4% |
| On academic plans | 26.2% | N/AV | 28.0% | 33.6% |
| On academic probation | 0.0% | N/AV | 0.0% | 1.0% |
| With disabilities other than speech | 7.1% | Down from 7.9% | 7.3% | 7.5% |
| Older than usual for grade | 0.5% | Down from 1.0% | 0.7% | 0.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 28) | | | | |
| Teachers with advanced degrees | 42.9% | No change | 55.6% | 53.8% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 0.0% | N/A | 1.7% | 2.4% |
| Teachers with emergency or provisional certificates | 0.0% | Down from 8.0% | 0.0% | 0.0% |
| Teachers returning from previous year | 86.8% | Up from 86.0% | 88.5% | 87.3% |
| Teacher attendance rate | 93.9% | Down from 94.9% | 95.0% | 94.9% |
| Average teacher salary | \$44,275 | Down 0.1% | \$42,944 | \$42,485 |
| Prof. development days/teacher | 10.0 days | Up from 7.5 days | 13.9 days | 13.3 days |
| School | | | | |
| Principal's years at school | 18.0 | Up from 17.0 | 6.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.2 to 1 | Up from 18.6 to 1 | 19.1 to 1 | 18.6 to 1 |
| Prime instructional time | 89.4% | Down from 91.0% | 90.1% | 89.7% |
| Dollars spent per pupil* | \$6,547 | Down 1.0% | \$6,305 | \$6,557 |
| Percent of expenditures for teacher salaries* | 67.1% | Up from 65.2% | 65.3% | 64.0% |
| Percent of expenditures for instruction* | 70.7% | | 70.0% | 69.1% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | Up from 97.4% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development | Good | No change | Excellent | Excellent |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 2.3% | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | Yes |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our school-wide theme for the 2005-06 school year was Camp Spearman-Where Learning Comes Naturally! A fourteen-foot canoe and a campsite complete with tent, fishing rod, campfire, and stuffed bear greeted students, parents, and guests as they entered school each morning. Staff and students were encouraged to wear their theme T-shirts on designated days throughout the year.

Our third through fifth graders continue to score well on the statewide Palmetto Achievement Challenge Test (PACT). We scored Good on the state report card, and our district received a score of Excellent. Many of our students continue to excel in district and regional competitions. In our annual District Writing Contest, Spearman had one grade level winner. Several fourth and fifth graders were recognized at Clemson University for their performance in regional science competitions.

A constant emphasis on reading continued as our students, staff, and parents accumulated over 22,000 Accelerated Reader points. Author Merrie Southgate visited with fourth and fifth grade students. These students performed a science rap from one of her books. This performance was videotaped for use by Ms. Southgate in her promotional materials. A special focus on writing included daily forty-minute classes for all fourth and fifth grade students. Special projects performed in these classes are sure to improve PACT scores in writing.

Our fine arts program had an outstanding year. We continued to have club period on Fridays for third through fifth grades. Our chorus performed at many venues throughout the year, including a spring competition at Carowinds, where they were the only elementary school out of sixty-four schools awarded a superior rating. These fourth and fifth graders continue to bring special recognition to our school. Our fifth grade Art Club successfully completed numerous projects, including a book banner that was displayed at the annual conference of the South Carolina Association of School Librarians and is now proudly displayed in our hallway. Our students continued to excel in the PE fitness testing.

Parents were an indispensable strength as they supported our overall program. Our active PTO provided funds above and beyond expectations for our teachers to purchase much-needed classroom supplies. A special purchase they made this year was an exciting new playscape, which all students enjoyed. Volunteers logged over 2000 hours helping in all aspects of our school. They spent time helping individual students, running our All-for-One bookstore, assisting in the media center, and providing a myriad of other services to our school.

Our staff remains committed to carrying out our mission, "to lay a solid educational foundation by providing a challenging, diverse curriculum in a safe environment where there is an excitement for learning."

M.O. Howard, Jr., Principal
Kim Perry, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---|-----------------|------------------|-----------------|
| Number of surveys returned | 27 | 70 | 61 |
| Percent satisfied with learning environment | 100.0% | 88.6% | 88.3% |
| Percent satisfied with social and physical environment | 96.3% | 85.5% | 91.7% |
| Percent satisfied with school-home relations | 92.0% | 90.0% | 88.3% |

*Only students at the highest elementary school grade level at this school and their parents were included.